



2007-2008  
**Campus Improvement Plan**  
for  
**Cypress-Creek High School**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: CYPRESS CREEK H S  
CAMPUS NUMBER: 101907004

Campus Rating: Academically Acceptable  
Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.  
Academically Acceptable standards are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA (65%)</b>											
X All Students	1,909	2,118	90%	100%	1,799	1,948	92%		-2		
X African Amer	180	234	77%	11%	134	176	76%		1		
X Hispanic	360	432	83%	20%	280	327	86%		-3		
X White	1,204	1,274	95%	60%	1,258	1,314	96%		-1		
X Econ Disadv	297	385	77%	18%	238	296	80%		-3		
<b>Writing (65%)</b>											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		
<b>Social Studies (65%)</b>											
X All Students	1,250	1,329	94%	100%	1,148	1,203	95%		-1		
X African Amer	112	135	83%	10%	76	88	86%		-3		
X Hispanic	216	249	87%	19%	167	192	87%		0		
X White	814	835	97%	63%	838	853	98%		-1		
X Econ Disadv	169	204	83%	15%	140	163	86%		-3		
<b>Mathematics (45%)</b>											
X All Students	1,619	2,097	77%	100%	1,517	1,923	79%		-2		
X African Amer	109	231	47%	11%	79	168	47%	Yes	0	**	No
X Hispanic	264	428	62%	20%	206	330	62%	Yes	0	**	No
X White	1,084	1,262	86%	60%	1,119	1,297	86%		0		
X Econ Disadv	221	382	58%	18%	156	285	55%	Yes	3	**	No
<b>Science (40%)</b>											
X All Students	1,052	1,331	79%	100%	1,018	1,211	84%		-5		
X African Amer	67	134	50%	10%	52	94	55%	Yes	-5	**	No
X Hispanic	146	252	58%	19%	130	192	68%	Yes	-10	**	No
X White	738	834	88%	63%	772	854	90%		-2		
X Econ Disadv	112	206	54%	15%	96	164	59%	Yes	-5	**	No

\*\* Met the minimum size requirement, but did not meet the 70% floor for Recognized.

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	71	102	70%	100%	55	81	68%		2		

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) used in 2006?	Exceptions Applied
21	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS  
 CAMPUS NAME: CYPRESS CREEK H S                      Campus Rating: Academically Acceptable  
 CAMPUS NUMBER: 101907004                              Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.  
 Academically Acceptable standards are shown in parentheses.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	----- Class of 2006 -----					---- Class of 2005 ----			Required Improvement -----			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
X All Students	575	9	590	97.5%	100%	625	645	96.9%		0.6		
African Amer	55	2	57	96.5%	10%	39	41	95.1%		1.4		
Hispanic	81	2	86	94.2%	15%	93	97	95.9%		-1.7		
X White	397	5	405	98.0%	69%	454	468	97.0%		1.0		
Econ Disadv	62	4	67	92.5%	11%	54	58	93.1%		-0.6		

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

	----- 2005-06 -----			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	-	-	-	-
African Amer	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Econ Disadv	-	-	-	-

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

### CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	CYPRESS CREEK H	9	All	821	746	91	100	94	336	41	793	731	92	236	30
Reading/ELA	CYPRESS CREEK H	9	AA	108	85	79	90	83	26	24	111	90	81	12	11
Reading/ELA	CYPRESS CREEK H	9	Hispanic	193	162	84	90	86	44	23	150	129	86	22	15
Reading/ELA	CYPRESS CREEK H	9	White	450	436	97	100	98	236	52	469	451	96	174	37
Reading/ELA	CYPRESS CREEK H	9	Eco.Dis.	193	149	77	90	81	36	19	168	139	83	22	13
Reading/ELA	CYPRESS CREEK H	9	Spec.Ed.	50	36	72	90	78	2	4	50	36	72	3	6
Reading/ELA	CYPRESS CREEK H	9	LEP	32	16	50	90	75	0	0	23	18	78	1	4
Reading/ELA	CYPRESS CREEK H	9	LEP M1	10	8	80	90	83	2	20	4	3	75	2	50
Reading/ELA	CYPRESS CREEK H	9	LEP M2	10	9	90	100	93	0	0	5	5	100	1	20
Reading/ELA	CYPRESS CREEK H	10	All	752	647	86	90	87	112	15	669	600	90	136	20
Reading/ELA	CYPRESS CREEK H	10	AA	87	69	79	90	83	3	3	73	48	66	3	4
Reading/ELA	CYPRESS CREEK H	10	Hispanic	157	125	80	90	83	7	4	118	94	80	11	9
Reading/ELA	CYPRESS CREEK H	10	White	431	383	89	90	89	86	20	439	421	96	111	25
Reading/ELA	CYPRESS CREEK H	10	Eco.Dis.	130	94	72	90	78	2	2	108	79	73	5	5
Reading/ELA	CYPRESS CREEK H	10	Spec.Ed.	36	19	53	90	75	1	3	48	35	73	2	4
Reading/ELA	CYPRESS CREEK H	10	LEP	19	11	58	90	75	0	0	14	5	36	0	0
Reading/ELA	CYPRESS CREEK H	10	LEP M1	16	13	81	90	84	2	13	7	5	71	0	0
Reading/ELA	CYPRESS CREEK H	10	LEP M2	4	---	---	---	---	---	---	6	6	100	0	0
Reading/ELA	CYPRESS CREEK H	11	All	629	585	93	100	95	219	35	621	574	92	197	32
Reading/ELA	CYPRESS CREEK H	11	AA	55	39	71	90	77	5	9	57	46	81	11	19
Reading/ELA	CYPRESS CREEK H	11	Hispanic	112	96	86	90	87	21	19	86	73	85	18	21
Reading/ELA	CYPRESS CREEK H	11	White	424	413	97	100	98	180	42	440	417	95	155	35
Reading/ELA	CYPRESS CREEK H	11	Eco.Dis.	86	71	83	90	85	11	13	90	71	79	13	14
Reading/ELA	CYPRESS CREEK H	11	Spec.Ed.	44	31	70	90	77	1	2	35	27	77	1	3
Reading/ELA	CYPRESS CREEK H	11	LEP	11	4	36	90	75	0	0	8	3	38	0	0
Reading/ELA	CYPRESS CREEK H	11	LEP M1	3	---	---	---	---	---	---	2	2	100	1	50
Reading/ELA	CYPRESS CREEK H	11	LEP M2	5	---	---	---	---	---	---	4	4	100	0	0

### CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Math	CYPRESS CREEK H	9	All	817	583	71	90	77	236	29	774	542	70	179	23
Math	CYPRESS CREEK H	9	AA	111	49	44	90	75	10	9	101	36	36	6	6
Math	CYPRESS CREEK H	9	Hispanic	194	114	59	90	75	28	14	151	79	52	10	7
Math	CYPRESS CREEK H	9	White	445	362	81	90	84	165	37	459	375	82	140	31
Math	CYPRESS CREEK H	9	Eco.Dis.	196	105	54	90	75	25	13	160	68	43	11	7
Math	CYPRESS CREEK H	9	Spec.Ed.	52	11	21	90	75	0	0	44	18	41	0	0
Math	CYPRESS CREEK H	9	LEP	28	11	39	90	75	3	11	24	9	38	1	4
Math	CYPRESS CREEK H	9	LEP M1	10	7	70	90	77	5	50	5	3	60	3	60
Math	CYPRESS CREEK H	9	LEP M2	10	7	70	90	77	2	20	5	3	60	0	0
Math	CYPRESS CREEK H	10	All	745	540	72	90	78	161	22	649	480	74	125	19
Math	CYPRESS CREEK H	10	AA	88	38	43	90	75	3	3	68	25	37	1	1
Math	CYPRESS CREEK H	10	Hispanic	151	81	54	90	75	9	6	113	64	57	9	8
Math	CYPRESS CREEK H	10	White	426	348	82	90	85	119	28	431	359	83	102	24
Math	CYPRESS CREEK H	10	Eco.Dis.	131	68	52	90	75	8	6	99	46	46	5	5
Math	CYPRESS CREEK H	10	Spec.Ed.	34	7	21	90	75	0	0	43	14	33	1	2
Math	CYPRESS CREEK H	10	LEP	20	8	40	90	75	1	5	13	3	23	1	8
Math	CYPRESS CREEK H	10	LEP M1	16	10	63	90	75	2	13	6	3	50	0	0
Math	CYPRESS CREEK H	10	LEP M2	4	---	---	---	---	---	---	6	3	50	1	17
Math	CYPRESS CREEK H	11	All	624	538	86	90	87	197	32	624	544	87	172	28
Math	CYPRESS CREEK H	11	AA	53	28	53	90	75	4	8	56	34	61	4	7
Math	CYPRESS CREEK H	11	Hispanic	111	79	71	90	77	16	14	90	71	79	17	19
Math	CYPRESS CREEK H	11	White	423	396	94	100	96	162	38	440	403	92	142	32
Math	CYPRESS CREEK H	11	Eco.Dis.	82	59	72	90	78	11	13	91	60	66	9	10
Math	CYPRESS CREEK H	11	Spec.Ed.	39	20	51	90	75	3	8	37	21	57	2	5
Math	CYPRESS CREEK H	11	LEP	12	7	58	90	75	0	0	9	3	33	1	11
Math	CYPRESS CREEK H	11	LEP M1	3	---	---	---	---	---	---	2	2	100	0	0
Math	CYPRESS CREEK H	11	LEP M2	5	---	---	---	---	---	---	4	3	75	1	25

**CIP PART I: DATA SUPPLEMENT**

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Social Studies	CYPRESS CREEK H	9	All												
Social Studies	CYPRESS CREEK H	9	AA												
Social Studies	CYPRESS CREEK H	9	Hispanic												
Social Studies	CYPRESS CREEK H	9	White												
Social Studies	CYPRESS CREEK H	9	Eco.Dis.												
Social Studies	CYPRESS CREEK H	9	Spec.Ed.												
Social Studies	CYPRESS CREEK H	9	LEP												
Social Studies	CYPRESS CREEK H	9	LEP M1												
Social Studies	CYPRESS CREEK H	9	LEP M2												
Social Studies	CYPRESS CREEK H	10	All	744	684	92	100	95	321	43	649	595	92	298	46
Social Studies	CYPRESS CREEK H	10	AA	88	72	82	90	85	14	16	64	49	77	9	14
Social Studies	CYPRESS CREEK H	10	Hispanic	150	125	83	90	85	39	26	114	92	81	27	24
Social Studies	CYPRESS CREEK H	10	White	427	411	96	100	97	230	54	434	420	97	241	56
Social Studies	CYPRESS CREEK H	10	Eco.Dis.	127	104	82	90	85	28	22	103	81	79	20	19
Social Studies	CYPRESS CREEK H	10	Spec.Ed.	36	24	67	90	75	5	14	50	40	80	4	8
Social Studies	CYPRESS CREEK H	10	LEP	16	11	69	90	76	1	6	13	7	54	0	0
Social Studies	CYPRESS CREEK H	10	LEP M1	16	12	75	90	80	2	13	6	5	83	1	17
Social Studies	CYPRESS CREEK H	10	LEP M2	4	---	---	---	---	---	---	6	4	67	1	17
Social Studies	CYPRESS CREEK H	11	All	629	606	96	100	97	336	53	624	610	98	279	45
Social Studies	CYPRESS CREEK H	11	AA	57	49	86	90	87	12	21	56	52	93	10	18
Social Studies	CYPRESS CREEK H	11	Hispanic	110	100	91	100	94	38	35	90	85	94	24	27
Social Studies	CYPRESS CREEK H	11	White	426	421	99	100	99	263	62	440	435	99	232	53
Social Studies	CYPRESS CREEK H	11	Eco.Dis.	86	73	85	90	87	23	27	92	84	91	20	22
Social Studies	CYPRESS CREEK H	11	Spec.Ed.	46	40	87	90	88	5	11	40	36	90	4	10
Social Studies	CYPRESS CREEK H	11	LEP	11	6	55	90	75	1	9	10	8	80	0	0
Social Studies	CYPRESS CREEK H	11	LEP M1	3	---	---	---	---	---	---	2	2	100	0	0
Social Studies	CYPRESS CREEK H	11	LEP M2	5	---	---	---	---	---	---	4	4	100	0	0

### CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Science	CYPRESS CREEK H	9	All												
Science	CYPRESS CREEK H	9	AA												
Science	CYPRESS CREEK H	9	Hispanic												
Science	CYPRESS CREEK H	9	White												
Science	CYPRESS CREEK H	9	Eco.Dis.												
Science	CYPRESS CREEK H	9	Spec.Ed.												
Science	CYPRESS CREEK H	9	LEP												
Science	CYPRESS CREEK H	9	LEP M1												
Science	CYPRESS CREEK H	9	LEP M2												
Science	CYPRESS CREEK H	10	All	748	537	72	90	78	147	20	660	503	76	128	19
Science	CYPRESS CREEK H	10	AA	88	43	49	90	75	4	5	71	27	38	2	3
Science	CYPRESS CREEK H	10	Hispanic	151	72	48	90	75	9	6	115	66	57	8	7
Science	CYPRESS CREEK H	10	White	429	354	83	90	85	107	25	436	378	87	109	25
Science	CYPRESS CREEK H	10	Eco.Dis.	129	61	47	90	75	7	5	105	46	44	9	9
Science	CYPRESS CREEK H	10	Spec.Ed.	36	12	33	90	75	1	3	52	28	54	2	4
Science	CYPRESS CREEK H	10	LEP	18	4	22	90	75	1	6	13	4	31	0	0
Science	CYPRESS CREEK H	10	LEP M1	16	7	44	90	75	1	6	6	1	17	0	0
Science	CYPRESS CREEK H	10	LEP M2	4	---	---	---	---	---	---	6	3	50	0	0
Science	CYPRESS CREEK H	11	All	626	540	86	90	87	125	20	622	544	87	74	12
Science	CYPRESS CREEK H	11	AA	55	27	49	90	75	1	2	56	33	59	2	4
Science	CYPRESS CREEK H	11	Hispanic	112	78	70	90	77	11	10	89	68	76	2	2
Science	CYPRESS CREEK H	11	White	423	400	95	100	97	101	24	439	407	93	66	15
Science	CYPRESS CREEK H	11	Eco.Dis.	86	56	65	90	75	6	7	92	60	65	3	3
Science	CYPRESS CREEK H	11	Spec.Ed.	41	28	68	90	75	2	5	37	29	78	1	3
Science	CYPRESS CREEK H	11	LEP	11	4	36	90	75	0	0	9	3	33	0	0
Science	CYPRESS CREEK H	11	LEP M1	3	---	---	---	---	---	---	2	2	100	0	0
Science	CYPRESS CREEK H	11	LEP M2	5	---	---	---	---	---	---	4	3	75	0	0

## CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Cy-Creek	AA	94.1	93.1
Cy-Creek	H	94.3	94.1
Cy-Creek	W	95.2	95
Cy-Creek	NATIVE	93.9	91.5
Cy-Creek	ASIAN	97	96.9
Cy-Creek	MALE	95.1	94.7
Cy-Creek	FEMALE	95	94.7
Cy-Creek	SPED	91.8	92.1
Cy-Creek	ECD	93.4	93.6
Cy-Creek	LEP	93	94.6
Cy-Creek	AT RISK	93.3	93.1
Cy-Creek	GT	97.2	96.7
Cy-Creek	MIGRANT	0	0

Gold Performance Acknowledgment  
 Attendance rates  
 District >= 96.0%  
 High School >= 95.0%

# **PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES**

## Areas to Celebrate

STP	Area	Description of Activity
<b>Students</b>	<b>Academic Honors and Recognitions</b>	Cypress Creek High School (CCHS) was one of 1,258 U.S. High Schools ranked in the Washington Post and Newsweek's annual Challenge Index, making the America's Best High School list for the 3 <sup>rd</sup> time in 4 years.
		In 2006-2007, 71% of the Advanced Placement (AP) Exams taken by CCHS students resulted in scores of 3, 4, or 5.
		In 2006-2007, CCHS had 28 National Merit students (two students were in multiple categories).
		In 2006-2007, CCHS had 12 students qualify as National Merit Finalists.
		For the CCHS graduating class of 2007, 50 Students graduated under the Distinguished Achievement Program.
		For the CCHS graduating class of 2007, 91 percent of students indicated they were college bound.
		4-year Colleges: 58%
		2-year Colleges: 33%
		Work Field: 3%
		Military: 3%
		Vocational/ Tech School: 1%
		Other: 2%
		The CCHS graduating class of 2007 was offered \$26.5 million in scholarship money.
		Academic: \$22.2 million
		Athletic: \$4.3 million
CCHS had 15 AP Scholar with Honor students (granted to students who receive an average grade of at least a 3.25 on all AP exams and grades of 3 or higher on five or more of those exams).		
CCHS had 18 AP Scholar with Distinction (granted to students who receive an average grade of at least 3.5 on all AP Exams taken and grades of 3 or higher on five or more of those exams).		
CCHS had 4 AP National Scholars (granted to students who receive an average grade of at least 4 on all AP Exams taken and grades of 4 or higher on eight or more of those exams).		
CCHS had 37 Native Speaker students take the AP exam, and 29 of those students scored high enough for college credit.		
In 2006-2007, CCHS students enrolled in a total of 102 dual credit courses during the fall 2006 semester and 71 dual credit courses during the spring 2007 semester.		
In 2006-2007, 23 juniors were nominated to the Management Leadership Training program (a program for highly academic minority students who are active in their school and community).		
The White House Commission on Presidential Scholars and the U.S. Department of Education selected a CCHS student as finalist for the Presidential Scholar (one of the nation's highest honors for high school students).		
A student was selected to represent CCHS for the Executive Women's International Scholarship Program.		

STP	Area	Description of Activity
<b>Students</b>	<b>Academic Honors and Recognitions</b>	A CCHS student was chosen as a Hugh O'Brien Youth Foundation Ambassador.
		A CCHS student won the Applebee Volunteer Award.
		A CCHS student earned a 1 <sup>st</sup> place in Physics at the District UIL Competition.
		Two CCHS Physics students were selected from over 1,000 students to participate in the Quarknet Summer Research (an international particle physics sponsored by Fermilab, the University of Houston, and Rice University).
		The Texas Association of Secondary School Principals named a CCHS student to the All-State Academic Excellence Team.
		In 2006-2007, 6 Technology students won 1 <sup>st</sup> & 2 <sup>nd</sup> place Best In State at the State Contest for Technology.
		In 2006-2007, 16 students met the requirements to become a Venture Scholar (a program for first-generation college-bound students interested in science, math, engineering, health, and technology).
		A CCHS student was a Regional Gold Key winner for the Scholastic Art and Writing Contest.
		The Cougar Pride yearbook won Honorable Mention in Taylor's 2006 Yearbook and took 2 <sup>nd</sup> place in the District UIL competition.
		Two journalism students were individual winners in the District UIL competition: 1 <sup>st</sup> place in News Writing and 1 <sup>st</sup> place in Feature Writing. Both students advanced to the Regional competition.
	<b>Club and Organization Recognitions</b>	<p>The CCHS Math Club received the following awards and recognitions:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> place in the Tomball Math Bowl (each student on the team won \$100),</li> <li>• 1<sup>st</sup> place District—Calculator Team,</li> <li>• 1<sup>st</sup> place District—Number Sense Team,</li> <li>• 2<sup>nd</sup> &amp; 3<sup>rd</sup> place District—Individual Calculator,</li> <li>• 2<sup>nd</sup>, 3<sup>rd</sup>, &amp; 5th place District—Individual Number Sense, and</li> <li>• 5<sup>th</sup> place District—Individual Mathematics.</li> </ul>
		<p>The CCHS Art Department received the following awards and recognitions:</p> <ul style="list-style-type: none"> <li>• CCHS Art students earned a 1<sup>st</sup> and 2<sup>nd</sup> place in State Competition,</li> <li>• 1 Art student won a Gold Key at the Scholastic Art Competition,</li> <li>• 20 Art and Photo students attended the VASE Competition and received Superior ratings (4 students advanced to State), and</li> <li>• 5 Photography students received awards at the Scholastic Art Competition (1 Gold and 4 Silver).</li> </ul>
		<p>The CCHS Band Department received the following awards and recognitions:</p> <ul style="list-style-type: none"> <li>• 152 CCHS Band students won First Division metals in Solo and Ensemble at the Region 27 UIL Contest,</li> <li>• 19 Band students made the All-Region Band (6 students made the District Band), and</li> <li>• 1 Band member was named to the Texas All-State Band.</li> </ul>
		The CCHS Symphony Orchestra Department received Sweepstakes at the UIL Solo and Ensemble Competition.

STP	Area	Description of Activity
Students	Club and Organization Recognitions	<p>The CCHS Choir Department received the following awards and recognitions:</p> <ul style="list-style-type: none"> <li>• 38 TMEA District Choir Members,</li> <li>• 23 TMEA All-Region Choir Members,</li> <li>• 10 TMEA Pre-Area Candidates,</li> <li>• 6 TMEA All-State Choir Members,</li> <li>• 136 1<sup>st</sup> Division Medals at UIL Solo and Ensemble,</li> <li>• UIL Sweepstakes Trophy – Concert Women,</li> <li>• UIL Sweepstakes Trophy – Varsity Women,</li> <li>• UIL Sweepstakes Trophy – Chorale, and</li> <li>• 1<sup>st</sup> Division Trophy at Madrigal Festival in San Antonio – Chamber Choir.</li> </ul>
		<p>The CCHS Theatre, Speech, and Debate Department received the following awards and recognitions:</p> <ul style="list-style-type: none"> <li>• a student won 1 of 10 scholarships given at the National State Thespian Competition;</li> <li>• the CCHS One Act Play “<i>The Magic Fire</i>” won the area competition, region competition, and advanced to the state UIL competition;</li> <li>• CCHS placed 5<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> in district UIL prose and 7<sup>th</sup> place in poetry;</li> <li>• 13 theatre students qualified for nationals in individual events;</li> <li>• one CCHS student won in the national competition and received a scholarship (this same student won the Texas Educational Theatre Association scholarship);</li> <li>• the CCHS drama team received acting awards in zone (11), district (6), area (8), regional (3), and state (1)</li> <li>• all CCHS competitors won Superior ratings at the National Thespian Awards; and</li> <li>• two CCHS debate team members placed 3<sup>rd</sup> in the UIL District CX Debate Tournament.</li> </ul>
		<p>The CCHS UCTV Team received the following awards and recognitions:</p> <ul style="list-style-type: none"> <li>• won 2<sup>nd</sup> and 3<sup>rd</sup> place in Advanced Video News at the Association of Texas Photography Instructors Annual Fall Photo Contest,</li> <li>• won 1<sup>st</sup> place Experimental Drama at the Museum of Fine Arts Houston, Houston’s Young Moviemakers 2007 Contest,</li> <li>• A UCTV student was awarded a scholarship from KSBJ Broadcasting, and</li> <li>• CFISD Channel 16 chose a CCHS student as the on-air sportscaster and 4 CCHS students were chosen to work on the Channel 16 Spanish Language News.</li> </ul>

STP	Area	Description of Activity
Students	Athletic Awards and Recognitions	<p>The CCHS Athletics Department received the following awards and recognitions:</p> <ul style="list-style-type: none"> <li>• sixteen athletes accepted scholarships totaling \$1,815,362,</li> <li>• men’s basketball team finished bi-district champions,</li> <li>• one male athlete was named Basketball Scholar Athlete of the Year,</li> <li>• women’s volleyball won 2<sup>nd</sup> place in district and were area champions,</li> <li>• three Bowlers made the all-district teams,</li> <li>• women’s soccer team was a regional semi-finalist,</li> <li>• men’s soccer team had 2 members chosen for the all-district team,</li> <li>• women’s softball team finished 3<sup>rd</sup> in district and 6 girls made the all-district team,</li> <li>• one lacrosse player was chosen to play for the USA lacrosse team in Sydney, Australia,</li> <li>• women’s basketball team finished 4<sup>th</sup> in district,</li> <li>• women’s cross country finished the season as district champions and advanced to the regional competition,</li> <li>• women’s track team finished 3<sup>rd</sup> in district,</li> <li>• seven women’s track team members qualified for regional and two girls qualified as UIL State Champions,</li> <li>• one female track athlete set a district record in the mile,</li> <li>• one women’s track team member was state champion in the 1 and 2 mile distances,</li> <li>• women’s golf team won the district title,</li> <li>• men’s golf team finished 3<sup>rd</sup> in district, and 1 student qualified for the regional tournament,</li> <li>• one tennis player won 3<sup>rd</sup> place in the district women’s singles, and 10 players advanced to the quarterfinals,</li> <li>• men’s swim team was undefeated and finished as district and regional champions,</li> <li>• four members of the swim team (2 male and 2 female) were named All-American Academic Swimmers,</li> <li>• women’s swim team finished in 3<sup>rd</sup> place in district,</li> <li>• men’s water polo team had 10 Aquatics All-Americans,</li> <li>• women’s water polo team had 6 Aquatics All-Americans, and</li> <li>• Interscholastic ice hockey team placed 2<sup>nd</sup> in Houston and 8<sup>th</sup> in the State.</li> </ul>

STP	Area	Description of Activity
<b>Teacher</b>	<b>Qualifications</b>	In 2006-2007, 99% of Cypress-Creek High School's special education teaching staff was highly qualified in the subject areas in which they taught.
	<b>Awards and Recognition</b>	A CCHS Water Polo coach was recognized as Boy's Coach of the Year.
		At CCHS, 2 Social Studies teachers were nominated for the Cambridge <i>Who's Who Among Teachers</i> .
		A CCHS Math teacher was selected to participate in Quarknet Research (an international particle physics initiative through the University of Houston and Rice University).
In 2006-2007, 2 CCHS Social Studies teachers were selected by the College Board and Educational Testing Service to be National Graders for Advanced Placement Testing.		
<b>Parent</b>	<b>Volunteer Service</b>	The Cypress-Creek High School VIPS volunteered a total of 3,947 hours of service during the 2006-2007 school year.

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** **Mathematics**

**Campus Objective:** #1 **By May, 2008, we will increase the percentage (by amounts noted at right or greater) of African American, Hispanic, and Economically Disadvantaged students demonstrating proficiency on the math TAKS test.**

Sub-group /Grade	From	To
AA 9 <sup>th</sup>	44%	75%
AA 10 <sup>th</sup>	43%	75%
AA 11 <sup>th</sup>	53%	75%
H 9 <sup>th</sup>	59%	75%
H 10 <sup>th</sup>	54%	75%
H 11 <sup>th</sup>	71%	77%
ED 9 <sup>th</sup>	54%	75%
ED 10 <sup>th</sup>	52%	75%
ED 11 <sup>th</sup>	72%	78%

**Formative/Summative Evaluation:** District-developed Summative Formative Assessments and Texas Assessment of Knowledge and Skills.

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Check rosters to ensure that targeted struggling students have been assigned to a teacher who has a proven track record of accelerating students' math achievement.	AR AYP	Targeted Students (AA, H, ED)	Associate; Principal; Counselors	TAKS Scores	August
	2 Meet with The TIGers (TAKS Intervention Group) comprised of the Principal, DI, Associate Principal, Lead Counselor, Academic Achievement Specialist, science/math department chair, math/science coaches, and volunteer teachers. Meetings will be held biweekly to monitor the intervention plan and student progress.	AR AYP	Math and Science TAKS Failures	Principal	TAKS Scores; SFA Scores; Tests Scores; Grade Reports; Interventions	Biweekly
	3 Mentor struggling students through the Cougar Helping Cougar Mentor Program. Student needs and previous achievements will be discussed.	AR AYP	Targeted Students (AA, H, ED)	Administration; AAS; Teachers	TAKS scores; At-Risk Criteria	Daily
	4 Utilize National Honor Society students to tutor selected students during advisory.	AR AYP	Targeted Students (AA, H, ED)	AAS Lead Counselor	TAKS scores; At-Risk Criteria	Weekly

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	5	Implement 9th grade advisory pullout program. With the use of games, technology, and creative teaching strategies, teachers will work with five students from the target student list every day. Teachers will work with students on relationship building, self-confidence, motivation, and TAKS remediation. Teachers will focus on the objectives that correlate to their area of expertise. Students will be rotated to teachers to ensure they have an opportunity for reinforcement with each objective.	AR T	Targeted Students- approx. 30 “bubble students” (AA, H, ED)	AAS; Selected Teachers	TAKS Scores	Fall and Spring Semesters
	6	Implement 10 <sup>th</sup> and 11 <sup>th</sup> grade TAKS math pullout program. Students will be pulled out of their elective course one day a week. Students will work with district and Cy-Creek personnel.	AR AYP	Targeted Students (AA, H, ED); TAKS Failures	AAS; Selected Teachers; DC	TAKS Scores	Fall and Spring Semesters
	7	Implement a mandatory 11 <sup>th</sup> grade (spring) and 12 <sup>th</sup> grade (fall) semester math/science TAKS class 4 <sup>th</sup> period for those students who have not met the exit-level math and science TAKS standards.	AR	Exit-level TAKS Failures	AAS; Selected Teachers; DC	TAKS Scores; At-Risk Criteria	Fall and Spring Semesters
	8	Interview at-risk students about TAKS scores. Student needs and prior achievements will be discussed.	AR AYP	Targeted Students (AA, H, ED)	AAS; Administration; Selected Teachers	TAKS Scores; At-Risk Criteria	Fall and Spring Semesters
	9	Meet with the math department at least once each six weeks and regularly attend the various team and department meetings to help facilitate planning for student success.	AR AYP	Teachers	Principal; Associate; DI; AAS	TAKS Scores; SFA Scores; Tests Scores; Grade Reports	Every Six Weeks
	10	Monitor math classrooms for research-proven strategies that address the needs of diverse learners (students collaborate about math, student communicate about math, use of manipulative and technology, students are actively engaged, critical feedback is given regarding assignments and tests).	AYP T	All Students	DC; Teachers; Math appraiser; Math helping; Teachers	District Curriculum; Technology; Manipulatives	Daily
	11	The Academic Achievement Specialist (AAS) will assist teachers with gathering, analyzing, and tracking student data. Time will be provided for core content teachers to work with the AAS to gather and analyze data for their students. A chart will be developed to assist teachers with tracking students’ TAKS, SFA, and interventions.	AR SD AYP	TAKS Failures	AAS; DI	TAKS Scores; SFA Scores; Tests Scores; Grade Reports; Interventions	Every Six Weeks

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	12	Support the district's Super Camps and PASS by sending a select group of at-risk students to participate. Arrange a follow up session on campus to help reinforce the strategies and content for the selected students.	AR AYP	TAKS Failures	AAS	TAKS Data	When Offered
	13	Implement after-school Algebra I TAKS and skills remediation tutorials Monday through Thursday.	AR	Algebra I Students	Algebra I Team	TAKS Scores; SFA Scores; Tests Scores; Grade Reports	Fall and Spring Semesters
Teachers	1	Attend August in-service featuring Dr. Eleanor Rodriguez to address effective teaching strategies, formative and summative assessment, and psycho-social needs of multicultural, urban students.	SD AYP	Faculty; Staff	Campus Administrators	"What is it about me you can't teach?" Dr.Rodriguez	August
	2	Attend August staff development featuring Cy-Creek administration entitled "Listen Up Teacher" which focused on the importance of building relationships with and striving to understand each and every student who enters our classroom.	SD AYP	Faculty; Staff	Campus Administrators	"Listen Up Teacher" S. Garcia D. Cottrell	August
	3	Share with the entire staff the demographic changes in student population. Time during each faculty meeting will be devoted to closing the achievement gap, effective teaching practices, data utilization, and relationship building.	SD AYP	Faculty; Staff	Campus Administrators	TAKS data	Every Six Weeks
	4	In geometry classes, incorporate Algebra I review throughout the year and utilize the graphing calculators regularly.	AYP	Geometry Students	Geometry Teachers	Algebra I Coach's Assistance; Graphing Calculators	Entire School Year
	5	Spiral TAKS practice into the use of the new math textbooks and curriculum.	AYP	All Students	Teachers; Helping Teachers; Curriculum Coordinator	New Math Books	Weekly
	6	Use technology (COWS, Smartboards, Gizmos) and creative teaching strategies as often as possible to ensure student success.	T AYP	All Students	Teachers	Technology Liaison	Daily

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	7	Math teams will examine the SFA and unit test data in order to make adjustments to lessons and/or provide interventions for struggling students.	AR AYP	All Students	Math Teams	SFA and Unit Test Data	After Each Test
	8	Use flexible regrouping techniques to divide Algebra I classes based on student skills on an as needed basis in order to provide additional time for students who are struggling with concepts.	AR AYP	Targeted Students (AA, H, ED)	Team Leaders; Teachers	TAKS Scores; SFA Scores; Test Scores	Daily
	9	Invite students to attend afternoon math TAKS tutorials once a week during the Spring semester. Tutorials will be conducted by math teachers on a rotating basis. Special invitations will be given to at-risk students.	AR AYP	Targeted Students (AA, H, ED)	Teachers; AAS	TAKS Scores; At-Risk Criteria	Spring Semester
	10	Encourage Cy-Creek math teachers to engage in Peer Coaching to learn new research-proven strategies to implement in their classrooms.	SD AYP	Math Teachers	Campus Administrators	Peer Coaching Training	Fall and Spring Semesters
	11	Send as many Cy-Creek math teachers to attend Quantum Learning trainings as possible throughout the year. Trained teachers will share the strategies learned at team meetings, department meetings, and faculty meetings. Strategies will be incorporated into daily lessons. Administrators will look for these strategies during each walk through observation.	SD AYP	Math Teachers	Campus Administrators	Q.L. Training	When Offered
Parents	1	At-risk students' parents will be notified regarding the mandatory classes and afternoon tutorials so they can encourage their child to attend and benefit from the extra assistance.	PI AR AYP	Targeted Students (AA, H, ED)	Campus Administrators		Spring Semester
	2	Administrative mentors will keep in close contact with their at-risk mentees' parents in order to keep them abreast of their child's needs and progress.	PI AR AYP	Targeted Students (AA, H, ED)	Campus Administrators	Grade Reports; Testing Data	Entire School Year

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** Science

**Campus Objective:** #2 **By May, 2008, we will increase the percentage (by amounts noted at right or greater) of African American, Hispanic, and Economically Disadvantaged students demonstrating proficiency on the science TAKS test.**

Sub-group/Grade	From	To
AA 10th	49%	75%
AA 11th	49%	75%
H 10 <sup>th</sup>	48%	75%
H 11 <sup>th</sup>	70%	75%
ED 10 <sup>th</sup>	47%	75%
ED 11th	65%	75%

**Formative/Summative Evaluation:** District-developed Secondary Formative Assessments and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Check rosters to ensure that targeted struggling students have been assigned to a teacher who has a proven track record of accelerating students' science achievement.	AR	Targeted Students (AA, H, ED)	Associate; Principal; Counselors	TAKS Scores	August
	2 Meet with The TIGers (TAKS Intervention Group) comprised of the Principal, DI, Associate Principal, Lead Counselor, Academic Achievement Specialist, science/math department chair, math/science coaches, and volunteer teachers. Meetings will be held biweekly to monitor the intervention plan and student progress.	AR	Math and Science TAKS Failures	Principal	TAKS Scores; SFA Scores; Tests Scores; Grade Reports; Interventions	Biweekly
	3 Mentor struggling students through the Cougar Helping Cougar Mentor Program. Student needs and previous achievements will be discussed.	AR	Targeted Students (AA, H, ED)	Administration; AAS; Teachers	TAKS Scores; At-Risk Criteria	Daily
	4 Monitor science classrooms for research-proven strategies that address the needs of diverse learners (opportunity for processing and applying learning, interactive and engaging lessons, use of technology, and higher-level questioning).		All Students	DC; Teachers; Social Studies Appraiser	District Curriculum	Daily

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	5	Interview at-risk students about TAKS scores. Student needs and prior achievements will be discussed.	AR	Targeted Students (AA, H, ED)	AAS	TAKS Scores At-Risk Criteria	Fall and Semester Semesters
Students	6	Recognize “bubble” students using the help of the science appraiser. The appraiser will work with teachers to recognize students within + or – 5 questions of passing the Science TAKS. Teachers will determine methods to help the student be successful in the course and on TAKS. This ongoing effort will help teachers track the progress of these students.	AR	Targeted Students	Science Appraiser; AAS; Teachers	TAKS Scores	Every Six Weeks
	7	Meet with the science department at least once each six weeks and regularly attend the various team and department meetings to help facilitate planning for student success.	AR	Teachers	Principal; Associate; DI; AAS	TAKS Scores; SFA Scores; Tests Scores; Grade Reports	Every Six Weeks
	8	Implement a mandatory 11 <sup>th</sup> grade (spring) and 12 <sup>th</sup> grade (fall) semester math/science TAKS class 4 <sup>th</sup> period for those students who have not met the exit-level math and science TAKS standards.	AR	Exit-level TAKS Failures	AAS; Selected Teachers; DC	TAKS Scores; At-Risk Criteria	Fall and Spring Semesters
	9	Implement a mandatory 30 minute advisory science TAKS tutorial for 11 <sup>th</sup> grade (spring) and 12 <sup>th</sup> grade (fall) for students who have not met the exit-level science TAKS standards and whose schedule will not allow the full 4 <sup>th</sup> period class mentioned above (#7).	AR	Exit-level TAKS Failures	AAS; Selected Teachers; DC	TAKS Scores; At-Risk Criteria	Fall and Spring Semesters
	10	Place 11 <sup>th</sup> grade students who scored below 2100 on the Science TAKS and not enrolled in a science class into a 4 <sup>th</sup> period TAKS remediation science class.	AR	TAKS Failures	Selected Teachers	TAKS Scores	Spring Semester
	11	Target students who passed IPC with a D (or passed after retaking IPC during summer school) and failed Math TAKS to work the Biology Coach during elective classes.	AR	Targeted Students	Biology Coach	Grades; TAKS Scores	Entire School Year
	12	Support the district’s Super Camps and PASS by sending a select group of at-risk students to participate. Arrange a follow up session on campus to help reinforce the strategies and content for the selected students.	AR	TAKS Failures	AAS	TAKS Scores	When Offered

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	1	Attend August in-service featuring Dr. Eleanor Rodriguez to address effective teaching strategies, formative and summative assessment, and psycho-social needs of multicultural, urban students.	SD	Faculty; Staff	Campus Administrators	“What is it about me you can’t teach?” Dr. Rodriguez	August
	2	Attend August staff development featuring Cy-Creek administration entitled “Listen Up Teacher” which focused on the importance of building relationships with and striving to understand each and every student who enters our classroom.	SD	Faculty; Staff	Campus Administrators	“Listen Up Teacher” S. Garcia D. Cottrell	August
	3	Share with the entire staff the demographic changes in student population. Time during each faculty meeting will be devoted to closing the achievement gap, effective teaching practices, data utilization, and relationship building.	SD	Faculty; Staff	Campus Administrators	TAKS Scores	Every Six Weeks
	4	Science teams will examine the SFA and unit test data in order to make adjustments to lessons and/or provide interventions for struggling students.	AR	All Students	Science Teams	SFA and Unit Test Data	After Each Test
	5	Increase the use of TAKS formatted questions in science classes. These questions will be incorporated on tests, quizzes, and warm -ups. Science DC will prepare a set of questions as a starting point and teams will gather more questions from released TAKS tests throughout the year.		All Students	DC; TL	Released TAKS Test; TAKS Scores	Weekly
	6	Science teachers will use TAKS terminology during their lessons, on quizzes, and on tests.		All Students	Science Teachers	Released TAKS Test; TAKS Scores	Weekly
	7	Use technology (COWS, Smartboards, Gizmos) and creative teaching strategies as often as possible to ensure student success.	T	All Students	Teachers	Technology Liaison	Daily
	8	Incorporate IPC concepts into the Biology curriculum. The IPC team will work with the Biology team and the Biology Coach to determine the IPC concepts that can be spiraled into the Biology curriculum.		Biology Students	Biology Teachers; Biology Coach	Biology and IPC Curriculum	Weekly
	9	Encourage Cy-Creek science teachers to engage in Peer Coaching to learn new research-proven strategies to implement in their classrooms.	SD	Science Teachers	Campus Administrators	Peer Coaching Training	Fall and Spring Semesters
	10	Encourage Cy-Creek science teachers to attend Quantum Learning trainings and to incorporate the strategies into daily lessons.	SD	Science Teachers	Campus Administrators	Q.L. Training	When Offered

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Administrative mentors will keep in close contact with their at-risk mentees' parents in order to keep them abreast of their child's needs and progress.	PI AR	Targeted Students (AA, H, ED)	Campus Administrators	Grade Reports; Testing Data	Entire School Year
	2	At-risk students' parents will be notified regarding the mandatory classes and afternoon tutorials so they can encourage their child to attend and benefit from the extra assistance.	PI AR	Targeted Students (AA, H, ED)	Campus Administrators		Spring Semester

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** Reading/English Language Arts

<b>Campus Objective:</b> # 3	<b>By May, 2008, we will increase the percentage (by amounts noted at right or greater) of African American, Hispanic, and Economically Disadvantaged students demonstrating proficiency on the Reading/English Language Arts TAKS test.</b>	<b>Sub-group (all grades)</b>	<b>From</b>	<b>To</b>
		<b>African American</b>	77%	82%
		<b>Hispanic</b>	83%	86%
		<b>Economically Disadvantaged</b>	77%	82%

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Implement Read 180 program to assist struggling learners, especially African American, Economically Disadvantaged, English Language Learners, and Hispanic students.	AR T	Selected Students	Read 180 Teacher; Administrators	Read 180 Program	Begin in August and Continue Entire Year
	2	Interview at-risk students about TAKS scores. Student needs and prior achievements will be discussed.	AR	Targeted Students (AA, H, ED)	Teachers; AAS; Administrators	TAKS Scores; At-Risk Criteria	Fall and Semester Semesters
	3	Monitor English classrooms for research-proven strategies that address the needs of diverse learners (enhanced context strategies, collaborative learning strategies, and effective questioning strategies).		All Students	DC; Teachers; English Appraiser	District Curriculum	Daily
	4	Mentor struggling students through the Cougar Helping Cougar Mentor Program. Student needs and previous achievements will be discussed.	AR	Targeted Students (AA, H, ED)	Teachers; AAS; Administrators	TAKS Scores; At-Risk Criteria	Daily

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	1	Attend August in-service featuring Dr. Eleanor Rodriguez to address effective teaching strategies, formative and summative assessment, and psycho-social needs of multicultural, urban students.	SD AYP	Faculty; Staff	Campus Administrators	“What is it about me you can’t teach?” Dr.Rodriguez	August
	2	Attend August staff development featuring Cy-Creek administration entitled “Listen Up Teacher” which focused on the importance of building relationships with and striving to understand each and every student who enters our classroom.	SD AYP	Faculty; Staff	Campus Administrators	“Listen Up Teacher” S. Garcia D. Cottrell	August
	3	Share with the entire staff the demographic changes in student population. Time during each faculty meeting will be devoted to closing the achievement gap, effective teaching practices, data utilization, and relationship building.	SD AYP	Faculty; Staff	Campus Administrators	TAKS data	Every Six Weeks
	4	Analyze SFA and TAKS scores from 2006-2007 in order to pinpoint TEKS needing enhanced instruction (i.e., new strategies, tutorials, flexible regrouping, spiraling), thus increasing success on TAKS for all student populations.		All Students	English Teachers	TAKS and SFA Scores	Fall Semester and After Each SFA
	5	Administer and provide feedback to students regarding their performance on the district’s SFA tests. Assess and analyze SFA test scores, making adjustments in teaching as necessary.		All Students	English Teachers	SFA Tests and Scores	After Each SFA
	6	Focus on critical TEKS and provide ample time for students to practice skills related to developing basic understanding and to apply critical skills to text.		All Students	English Teachers	TEKS	Daily
	7	Analyze actual writing samples from 2006-2007 in order to make adjustments in instruction.		All Students	English Teachers	2006-2007 Writing Samples	Fall Semester
	8	Model the process of analyzing and answering the short-answer questions for TAKS in order to increase student success over objectives #2 (Literary Elements and Techniques) and objective #3 (Analysis and Critical Evaluation).		All Students	English Teachers	Short-Answer Examples	Entire School Year
	9	Routinely emphasize students’ independent reading, paired literary, and expository selections. Require students to support responses with textual evidence and focus on strategies that target expectations of the state rubric for open-ended responses.		All Students	English Teachers	District Curriculum	Entire School Year

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	10	Provide focused instruction on, additional practice time for, and frequent feedback related to developing ideas, controlling word choice and conventions, establishing voice, coherence, fluency, and constructing well-organized compositions with effective sentences.		All Students	English Teachers	District Curriculum	Entire School Year
	11	Encourage Cy-Creek English teachers to engage in Peer Coaching to learn new research-proven strategies to implement in their classrooms.	SD AYP	English Teachers	Campus Administrators	Peer Coaching Training	Fall and Spring Semesters
	12	Encourage Cy-Creek English teachers to attend Quantum Learning trainings and to incorporate the strategies into daily lessons.	SD AYP	English Teachers	Campus Administrators	Q.L. Training	When Offered
Parents	1	Administrative mentors will keep in close contact with their at-risk mentees' parents in order to keep them abreast of their child's needs and progress.	PI AR	Targeted Students (AA, H, ED)	Campus Administrators	Grade Reports; Testing Data	Entire School Year
	2	At-risk students' parents will be notified regarding the mandatory classes and afternoon tutorials so they can encourage their child to attend and benefit from the extra assistance.	PI AR	Targeted Students (AA, H, ED)	Campus Administrators		Spring Semester

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** Social Studies

**Campus Objective:** # 4 **By May, 2008, we will increase the percentage (by amounts noted at right or greater) of African American, Hispanic, and Economically Disadvantaged students demonstrating proficiency on the social studies TAKS test. In addition, we will increase (by amount noted at right or greater) the percentage of students earning commended on the social studies TAKS test.**

Category	From	To
AA 10 <sup>th</sup>	82%	85%
Hisp. 10 <sup>th</sup>	83%	85%
ED 10 <sup>th</sup>	82%	85%
Commended 10 <sup>th</sup>	43%	53%
AA 11 <sup>th</sup>	86%	88%
Hisp. 11 <sup>th</sup>	91%	94%
ED 11 <sup>th</sup>	85%	87%
Commended 11 <sup>th</sup>	53%	63%

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Provide tutorials during advisory for all students who perform poorly on SFA tests.	AR	Targeted Students	Social Studies Teachers	SFA Data	After Each SFA
	2 Mentor struggling students through the Cougar Helping Cougar Mentor Program. Student needs and previous achievements will be discussed.	AR	Targeted Students (AA, H, ED)	Administration; AAS; Teachers	TAKS Scores At-Risk Criteria	Daily
	3 Monitor social studies classrooms for research-proven strategies that address the needs of diverse learners (opportunity for processing and applying learning, interactive and engaging lessons, use of technology, and higher-level questioning).		All Students	DC; Teachers; Social Studies Appraiser	District Curriculum	Daily
	4 Teach LEP students the TEKS as outlined in district curriculum documents, adjusting instruction as necessary to meet the students' learning characteristics and needs. For example: Provide secondary ESL students with instruction in early American history TEKS classified as "critical."	AR	LEP Students	Social Studies Teachers	TAKS and SFA data	Entire School Year

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	1	Attend August in-service featuring Dr. Eleanor Rodriguez to address effective teaching strategies, formative and summative assessment, and psycho-social needs of multicultural, urban students.	SD AYP	Faculty; Staff	Campus Administrators	“What is it about me you can’t teach?” Dr.Rodriguez	August
	2	Attend August staff development featuring Cy-Creek administration entitled “Listen Up Teacher” which focused on the importance of building relationships with and striving to understand each and every student who enters our classroom.	SD AYP	Faculty; Staff	Campus Administrators	“Listen Up Teacher” S. Garcia D. Cottrell	August
	3	Share with the entire staff the demographic changes in student population. Time during each faculty meeting will be devoted to closing the achievement gap, effective teaching practices, data utilization, and relationship building.	SD AYP	Faculty; Staff	Campus Administrators	TAKS data	Every Six Weeks
	4	Utilize more political cartoons, charts, and photographs in order to assist students with interpreting and analyzing this type of information in their daily lives, in the classroom, and on tests.		Students Enrolled in Social Studies	Social Studies Teachers	Political Cartoons; Charts; Photographs	Entire School Year
	5	Analyze SFA data to guide instruction and to determine which skills need to be re-taught and which concepts need more attention. In addition, review the SFA test with students in order to teach important test-taking skills.		Students Enrolled in Social Studies	Social Studies Teachers	SFA Data	After Each SFA
	6	Pace instruction so that students will be exposed to all necessary skills and material prior to all SFA tests and the TAKS test.		Students Enrolled in Social Studies	Social studies Teachers	TEKS; SFA tests; TAKS Test	Entire School Year
	7	Reformat tests to more closely resemble the SFA and TAKS format with fewer factual questions and more high-level questioning.		Students Enrolled in Social Studies	Social Studies Teachers	TEKS; SFA Tests; TAKS; Unit Tests	Entire School Year
	8	Encourage Cy-Creek social studies teachers to engage in Peer Coaching to learn new research-proven strategies to implement in their classrooms.	SD AYP	Social Studies Teachers	Campus Administrators	Peer Coaching Training	Fall and Spring Semesters
	9	Encourage Cy-Creek social studies teachers to attend Quantum Learning trainings and to incorporate the strategies into daily lessons.	SD AYP	Social Studies Teachers	Campus Administrators	Q.L. Training	When Offered

Parents	1	Administrative mentors will keep in close contact with their at-risk mentees' parents in order to keep them abreast of their child's needs and progress.	PI AR	Targeted Students (AA, H, ED)	Campus Administrators	Grade Reports; Testing Data	Entire School Year
	2	At-risk students' parents will be notified regarding the mandatory classes and afternoon tutorials so they can encourage their child to attend and benefit from the extra assistance.	PI AR	Targeted Students (AA, H, ED)	Campus Administrators		Spring Semester

## Areas to Improve

**District Priority:** Ensure that students understand the importance of attending school regularly and completing high school.

**Area of Focus:** Completion rate

**Campus Objective: # 5** Increase Economically Disadvantaged and Limited English Proficient students' completion rate I (without GED) by the amounts indicated in the table to the right.

Sub-group	From	To
Economically Disadvantaged	93%	98%
Limited English Proficient	89%	94%

**Formative/Summative Evaluation:** Locally Developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	<p>1 Accelerate LEP students' successful acquisition of proficiency in English by coordinating with district coordinators and administrators in the following areas:</p> <ul style="list-style-type: none"> <li>a) The planning, implementation, and evaluation techniques and materials used with LEP students.</li> <li>b) The use of technology to accelerate language acquisition.</li> <li>c) The provision of Title III grants and Career and Technical Education Proposals for the implementation of innovative and extended-time tutoring for LEP and LEP/CTE students.</li> </ul>	AR CE T	LEP Students	ESL and SSL Teachers; DI	Technology; Resources from Title III Grant and Career and Technical Education Proposal Budget	Entire School Year
	<p>2 Assist struggling students and help them reach grade-level standards by providing special programs such as the following:</p> <ul style="list-style-type: none"> <li>• "Sheltered" classes for secondary ESL students</li> <li>• One-on-one mentoring</li> <li>• TAKS/SDAA preparation activities after school, during advisory, on Saturdays, etc.</li> <li>• Pull-out sessions for math and science teachers to work with individuals and small groups.</li> </ul>	AR CE	LEP Students; At-Risk Students	Campus Administration; AAS	District Helping Teachers; TAKS Remediation Resources	Fall and Spring Semesters
	<p>3 Continue implementation of a campus policy in which teachers are encouraged to accept "late" work from students and grade it accordingly, perhaps with penalty, so that grades reflect actual knowledge.</p>	AR	Student Body	DI	Teacher Handbook; Late Work Policy	Entire School Year

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	<p>4</p> <p>Improve at-risk students' chances for success by providing them with extended instructional time and other options for earning credits in preparation for college.</p> <p>(a) Develop/update an improvement plan for each at-risk student, particularly those who struggle with English/reading and/or math.</p> <p>(b) Verify that existing time is being used effectively.</p> <p>(c) Find and use additional instructional time (e.g., before-and after –school tutorials, Saturday classes, advisory period).</p>	CAP AR CE	At-Risk Students	Campus Administration; AAS	TAKS Budget for Materials and Tutorials	Entire School Year
	<p>5</p> <p>Improve the student “completer” rate by keeping the numbers of students who drop out of school at a minimum (psychological as well as physical dropouts).</p> <p>(a) Study characteristics of students who dropout, are frequently absent, or are transient.</p> <p>(b) Identify circumstances or behavior patterns they may have in common.</p> <p>(c) Develop a profile to help staff recognize potential dropouts.</p> <p>(d) Continue the intervention program to recover these students.</p>	AR CE	At-Risk Students	Campus Administration; AAS	Attendance, Mobility Rate, and Drop Out Data	Entire School Year
	<p>6</p> <p>Utilize the Academic Achievement Specialist to target students who are academically at risk, transient, or considering dropping out of school. Provide appropriate interventions to assist these students find success at school.</p>	AR	At-Risk Students	AAS	TAKS Budget for Materials, Incentives, and Tutorials	Entire School Year

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	7 Identify students who have fallen behind their peers and address their individual needs – both academic and behavioral. (a) Implement alternative ways of delivering instruction, allowing these students to earn credits faster. (b) Provide additional time for instruction and practice in order to increase confidence and capabilities (examples: extended day/year services, creative scheduling/staffing, flexible grouping, tutoring). (c) Provide services such as small-group counseling in order to listen to students’ concerns and needs. (d) Accelerate their progress in school (examples: Windfern High School, credit-by-exam).	AR	At-Risk Students	Principal; Associate; DI; Counselors	TAKS Budget for Materials, Incentives, and Tutorials; Windfern High School; Credit-by-Exam	Entire School Year
Teachers	1 Address the instructional needs of economically disadvantaged students by using methods proven to be effective with these learners – particularly the strategies advocated by Ruby Payne and those detailed in the “Magnificent Seven” presentation materials. (i.e., learner preferences, modeling, varied assessments, memory triggers, high-level questioning, patterns, and active involvement).	SD AR	At-Risk Students	Teachers; AAS; DI	Magnificent Seven Materials	Entire School Year
	2 Enhance the educational experience for at-risk students by implementing the “Baker’s Dozen” strategies based on research findings in the book <i>Leaving No Child Behind: 50 Ways to Close the Achievement Gap</i> (Carolyn J. Downey).	SD AR	At-Risk Students	Campus Administrators; Teachers	Baker’s Dozen Booklets	Train in Fall and Incorporate Daily

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	3	Build on existing staff development framework to develop Professional Learning Communities (PLC) that focus on content and teacher specific training. Encourage interaction among departments to support campus-wide academic initiatives.	SD	Teachers	Principal; Associate; DI	PLC research	Faculty meetings and staff development days
	4	Provide training that equips staff members with the knowledge and professional skills necessary to effect student success in learning and achieving curricular goals (design, implement, and follow up on activities having a focus on the knowledge, skills, and attitudes necessary for student success, and the needs of a diverse student/staff population).	SD	Teachers	Principal; Associate; DI	<i>Classroom Instruction that Works</i> ; Magnificent Seven; Slow Learner Manual; The Baker's Dozen; Project CRISS	Faculty Meetings; Staff Development Days
Parents	1	Continue to implement Culture Night, an evening event for students, parents, and staff that showcases the campus' diversity.	PI	Students; Staff; Parents	Principal; LOTE Teachers	Culture Night Materials	Spring Semester
	2	Communicate with parents about their students' academic progress throughout the year through progress reports, email, phone calls, and online grade access. Assure verbal communication with parents of students who are failing for the semester/year.	PI	Parents	Teachers; Administration	Grade Reports	Entire School Year
	3	Continue updating and providing students and parents with guidance/counseling publications for use in developing 4-year plans and planning for college and careers. Examples: (a) Information about local advanced placement: College Board AP courses, credit-by-exam, and concurrent credit opportunities. (b) Internet and web sites for colleges. (c) Information on college admissions and financial aid opportunities. (d) Individual transition planning for students with disabilities. (e) Other transitional guidance materials.	PI	Student Body; Parents	Counselors	Updated Information from TEA, College Board, and CFIES Board	Fall and Spring Semesters

## Areas to Improve

**District Priority:**

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Area of Focus:**

**Student Safety**

**Campus Objective: # 6**

**For 2007 – 2008, the discipline referrals for**

- **fighting, inappropriate physical contact, and assaults will be reduced by 5% from the previous school year and**
- **drugs, alcohol, and tobacco will be reduced by 5% from the previous school year.**

**Formative Evaluation:**

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Work with the Anti Defamation League to implement programs and strategies which teach acceptance and appreciation for the diverse student population at Cypress-Creek.	VP	Student Body; Staff	Administration	ADL's "No Place for Hate" Resources	Begin in Fall and Continue All Year
	2	Utilize advisory periods to teach students about responsible decision making, bullying, drug and alcohol abuse, dating violence, and diversity appreciation.	VP	Student Body	Prevention Advocates; Assistant Principals	Materials, Videos, and Speakers Related to Topics Listed	Entire School Year
	3	Encourage student participation in the diverse student organizations available on campus (i.e., Peace Makers, HOLA, HOPE, Asia Club, Step Club, SSLC, and Student Council).	VP	Student Body	Organization Sponsors; Campus Administration		Entire School Year
	4	Continue to use technology to support campus security needs (i.e., security cameras, radios, metal detectors, V-soft, and Ancomm). In addition, increase the use of random metal detector searches.	T AR VP	Student Body; Staff	Assistant Principals	Security Technology	Entire School Year
	5	Provide information to students, staff, and community regarding the use and benefits of Crime Stoppers and have students participate and take responsibility for reporting unsafe acts.	VP	Student Body; Staff	Assistant Principals	Crime Stoppers Program Information	August

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Provide training to staff on gang and drug trends among the Cypress-Creek student communities.	VP SD	Staff	Assistant Principals	Security and Pct. IV Speakers	Fall Semester
	2	Review, update, implement, and provide training for the district and campus crisis plans and Homeland Security Alert Program.	VP SD	Student Body; Staff	Assistant Principals	Crisis Plans	Begin in Fall and Continue All Year
Parents	1	Develop and implement alternative discipline strategies that increase parent involvement and improve student behavior.	AR VP PI	Student Body	Assistant Principals		Entire School Year
	2	Instruct students to take home a <i>Code of Conduct</i> for parent reading (presented to students during advisory period) and ensure that each student returns a signed acknowledgement form.	VP PI	Student Body	Advisory Teachers	Code of Conduct	August

**\* Legend**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.
AYP	Adequate Yearly Progress	addresses the delinquent area in which CCHS did not meet AYP during the 2006-2007 school year.

# **PART III: ASSURANCE ADDENDUM**

- (1) Cypress-Creek High School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- (2) The Cypress-Creek High School POC has
  - (a) completed a needs assessment which serves as the basis for the CIP.
  - (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
    - African American
    - Hispanic
    - White
    - Economically Disadvantaged
    - Special Education
    - Limited English Proficient
  - (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
  - (d) included in the CIP these elements.
    - Resources allocated
    - Staff responsible for activities and strategies
    - Formative and summative evaluation criteria
  - (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
  - (f) included strategies for dropout prevention and reduction. (middle school and high school)
  - (g) included strategies for improving student attendance.
  - (h) included strategies for improving the campus's completion rate. (high school)
  - (i) provided for a program to encourage parental and community involvement at the campus.
  - (j) included goals and methods for violence prevention and intervention on campus.
  - (k) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
- (3) Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
- (4) Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

**Membership Composition of the Campus Performance Objectives Council**

<b>Name of CPOC Member</b>	<b>Position</b>
Carol Gibson	Teacher 1
Tom Halbert	Teacher 2
Clay Thomas	Teacher 3
Charlotte Daggett	Teacher 4
Joy Bailey	Teacher 5
Cathy Baratti	Teacher 6
Sharon Paul	Teacher 7
Diana Martinez	Teacher 8
Debbie Jaehne	Teacher 9
Vivian Hogwood	Teacher 10
Mark Williams	Teacher 11
Steven White	Teacher 12
Jim Wells	Non-Teaching Professional 1
Laura Perry	Non-Teaching Professional 2
Valorie Mason	Non-Teaching Professional 3
Shirrey Mott	Non-Teaching Professional 4
Linda Sams	Central Office Representative
Jo Aman	Parent 1
Tracy Moore	Parent 2
Tim McMillian	Parent 3
Benson Vann	Community Representative 1
Ray Ramer	Community Representative 2
Roger Ross (Kroger at Cypresswood and Hwy 290)	Business Representative 1
Terry Zimmer (Office Depot at FM 1960 and Hwy 290)	Business Representative 2

**CPOC Meetings\* for '07-'08**

<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	September 12, 2007	2:45 p.m.	Administrative Conference Room
2	November 6, 2007	7:00 p.m.	Public Hearing during Parent Coffee in the Cy-Creek Library
3	January 16, 2008	2:45 p.m.	Administrative Conference Room
4	March 26, 2008	2:45 p.m.	Administrative Conference Room
5	May 12, 2008	2:45 p.m.	Administrative Conference Room

1.

Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal	
For 2007-2008, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.

2.

Texas Assessment of Knowledge and Skills Commended Performance Goal	
For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

3.

Parent and Community Involvement Goal	
For 2007 – 2008, the percent of parents and community members attending VIPS meetings will increase by 5%.	
Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

4.

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be $\geq 75\%$ .	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

5.

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at 100%.	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

6.

Secondary Drop – out Prevention Goal	
For 2007 – 2008, the dropout rate will be $\leq 0.7\%$ with no student group exceeding 0.7%.	
Formative	Each grading period, the documentation will be reviewed for students who have checked out of school.
Summative	The 2007 – 2008 drop-out data will be reviewed.
Strategy	Monitor school leavers bi-weekly, contact parents, and implement intervention plans.

8.

<b>High School AEIS Goal – Ninth Graders</b>	
The percent of 2007 – 2008 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be $\geq 90\%$ .	
Formative	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.
Summative	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.
Strategy	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.

9.

<b>Recommended High School Program</b>	
For 2007 – 2008, the percent of graduates who graduate with RHSP will be $\geq 80\%$ .	
Formative	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.
Summative	At the end of the school year, calculate the percent of students who graduated with the RHSP.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

10.

<b>High School AEIS Goal – Advanced Courses</b>	
For 2007 – 2008, the percent of students who have completed at least one advanced course and dual credit will be $\geq 30\%$ .	
Formative	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.
Summative	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

☑ 11.

High School AEIS Goal – Advanced Placement Exams	
For 2007 – 2008, the percent of students who take an AP exam will be $\geq 15\%$ .	
Formative	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.
Summative	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

☑ 12.

High School AEIS Goal – SAT/ACT Exams	
For 2007 – 2008, the percent of graduates who take SAT/ACT exams will be $\geq 70\%$ .	
Formative	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.
Summative	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

☑ 13.

High School CTE Goal	
For 2007 – 2008, the percent of LEP CTE students passing TAKS will be $\geq 70\%$ .	
Formative	After each SFA, the staff will review the results to determine progress in meeting established performance level.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

14.

High School CTE Goal	
For 2007 - 2008, the ADA student attendance will be $\geq 95\%$ .	
Formative	Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month.
Summative	The year end ADA will be reviewed to determine if the annual attendance objective was met.
Strategy	Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

**Cypress-Creek High School  
Cypress-Fairbanks Independent School District  
Staff Development Plans  
2007 – 2008**

<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	
21-Aug	All Staff	Campus	
22-Aug	All Staff	Campus	
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	
April 28 *	All Staff	Campus	
30-May	All Staff	Campus	